

Who is Here?

Based on the exhibition Newest Americans presented at Photoville 2017 by United Photo Industries, Talking Eyes Media, VII Photo and Rutgers University-Newark

Every year, there is a new group of students who come into our school. Students will learn and practice journalistic techniques which will help them get to know each other, and explore their identities in the context of the broader school community.

Students will be able to:

- Conduct an interview with someone new, and summarize key information about the identity of this person.
- Photograph this person in an environment that tells a story about who they are.
- Display their multimedia portraits, and explain how their words and pictures work together to tell a deeper story.
- Discuss a personal experience of being new to a place, and how they were made to feel at home.

Part 1: Intro / What makes a good interview?

1. Explain what a journalistic interview is to your students. Distinguish a journalistic interview from a job interview. The purpose of a journalistic interview is to get to know your subject deeply, so you can tell their story.
2. Have a discussion about the questions that make up a good interview. What can you ask to get to know someone well?
 - Begin with a very simple question such as "What is your favorite color?" Ask your students if they think this is a good interview question.
 - Since this does not tell you very much about your subject, ask your students how to take this further.

Authors: Educators Clarence Sheppard, Mark Robinson, Mary O'Connell, Chris Martin and Tim Raphael

Featuring photography by Ruddy Roye and more

Grade Level: 6th - 12th grade

Subjects: Social Studies, Film, English Language Arts

Time Required: 1 week

Materials Needed:

- Newest Americans Image Bank
- Newest Americans Project Description
- Newest Americans Brochure
- Pixstori app
- Camera
- Audio recorder
- Photoville Passport

Standards Addressed:

CCSS.ELA-LITERACY.RL.7.7

Additional Resources:

www.unitedphotoindustries.com/education/resources/

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3. Demonstrate a few basic interviewing principles. Use your simple question as an example.
 - **Break the ice**
 - To start your interview off on the right foot, make your subject feel comfortable with you.
 - Simple questions like "what is your favorite color?" and "how was your weekend?" can be good to break the ice.
 - You can also discuss topics that you have in common with one another.
 - **Ask specific questions**
 - Ask questions that invite your subject express their opinions or thoughts. "What is your favorite color?" is a better than "Do you like colors?" because you learn something new about your subject.
 - **Ask open-ended questions**
 - Avoid yes or no questions, and questions that can be answered with one word.
 - Rather than "what is your favorite color?" or "Do you like colors?", ask questions like "why is blue your favorite color?" or "how does the color blue make you feel?"
 - **Ask follow-up questions**
 - Your subject may tell you something that you want to know more about. Be ready to ask follow-up questions such as:
 - Can you tell me more about....
 - Can you give me an example of.....
 4. Instruct students to think of someone they know very well (their best friend, sibling, parents etc.) and ask them to write 5 facts about this person.
 5. Think backwards and determine what questions you would need to ask them to learn these things about them? Work with a partner to make a list of your questions.
 6. Report back and work together as a class to make a list of 10 - 20 interview questions.
 7. *Note: See more content about interviews on the website in Additional Resources.*
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Part 2: Activity / Portraits that Tell a Story

1. Examine a few portraits from the *Newest Americans* Image Bank.
 - What details do you notice in the environment? What do those details tell you about this person?
 - What do you notice about the subject's pose? What do you notice about the subject's expression? Based on these items, what do you think the subject is expressing about themselves?



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2. *Note: Additional portrait series are also available in additional resources on the website.*
 3. *Note: Based on the technology available at your school, decide how you want your students to display their final multimedia portraits. We recommend [Pixstori](#), a free iOS app for which allows students to record and add audio directly to photos.*
 4. Pair your students up to make a multimedia portrait of one another. They will take turns being the journalist and the subject.
 - Interview your subject using the list of interview questions. Remember the helpful interview principles. Record your interview.
 - Based on your interview, determine a quality you'd like to highlight about your subject. (i.e. athletic, friendly, loves to sing etc.)
 - Brainstorm how you will visually represent that quality in your portrait. Will you ask your subject to bring a prop, or to go to a specific location? To pose a certain way? To show a specific emotion?
 5. Take a portrait of one another.
 6. Write an artist statement that covers the following questions.
 - What's something new you learned about your subject?
 - What was your favorite quote your subject said in your interview?
 - What quality did you choose to highlight in your portrait.
 - How did you represent that visually?
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Part 3: Reflection / Showcase

1. Create a showcase of these multimedia portraits. Taken together, this will be a multimedia welcome to the school.
2. Display these portraits as a gallery around your classroom, or have your students present the portraits and artist statements in front of the class.

